DOCUMENT RESUME

ED 436 625 CE 079 365

| | |
|---|---|
| AUTHOR | Longwe, Sara; Mate, Rekopantswe; Dworzak, Juliette; Wafula, Elizabeth; Pandy, Fatima |
| TITLE | A Gender Analysis of Adult Learning = La Place des Femmes dans l'Apprentissage a l'Age Adulte. |
| INSTITUTION | International Council on Adult Education, Montevideo (Uraguay). Gender and Education Office. |
| SPONS AGENCY | Norwegian Agency for Development Aid, Oslo. |
| PUB DATE | 1999-06-00 |
| NOTE | 52p. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Access to Education; Adult Education; *Adult Learning; Change Strategies; Comparative Analysis; *Educational Change; Educational Needs; Educational Research; Elementary Secondary Education; Foreign Countries; *Gender Issues; International Studies; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Regional Planning; *Sex Differences; Sex Role; *Womens Education; Workshops |
| IDENTIFIERS | *Africa; International Council for Adult Education |

ABSTRACT

The International Council for Adult Education (ICAE) was founded in 1973 to strengthen the work of nongovernmental organizations and adult educators in advancing adult education throughout the world. In 1995, the ICAE engaged in a strategic planning process that resulted in the formation of the Gender Education Office (GEO). The GEO was charged with the responsibility of developing a set of core indicators to measure governments' political will in relation to implementing programs to improve the adult educational opportunities available to women and outcomes achieved by women in adult education programs. Those indicators were used to study the situation of women in Kenya, South Africa, Zambia, and Zimbabwe. The separate studies conducted in each country revealed a number of challenges faced by women throughout Africa, including the following: continuing underdevelopment; high rates of illiteracy; lack of access to education and training; increasing inequality because of religious and cultural traditions and a global rise in fundamentalism; and lack of women in leadership to articulate women's interests. Strategies recommended for improving the situation of African women included broadening the scope of adult education to adult learning and linking local, regional, and global strategies to improve women's access to adult education. (Contains 10 tables.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 625

# A Gender Analysis of Adult Learning

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A Scampini
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

# La Place des Femmes dans l'Apprentissage à l'Âge Adulte

CE079365

BEST COPY AVAILABLE



BEST COPY AVAILABLE

# CONTENTS


1. NOTE OF THANKS ..... 2

2. INTRODUCTION TO ICAE & GEO ..... 3

3. GEO AND CONFINTEA V ..... 4

4. RATIONALE AND BACKGROUND TO THE RESEARCH ..... 6

5. LIMITATIONS TO THE RESEARCH ..... 7

6. OUTCOME OF AFRICA REGIONAL WORKSHOP ..... 8

7. OVERVIEW OF RESEARCH OUTCOMES: AFRICAN REGION ..... 10
   - Kenya
   - South Africa
   - Zambia
   - Zimbabwe

8. INDICATORS OF SITUATION & INDICATORS OF PROGRESS– TABLES 13

9. OUTCOMES FROM COUNTRIES ..... 23
   - demographics of country
   - reflection on research outcomes – facts and figures
   - reflection on research – narrative impressions

10. CHALLENGES FACING WOMEN IN AFRICA ..... 46

11. STRATEGIES FOR ACTION ..... 47
   - local, regional and global cooperation
   - how to use research outcomes as a lobbying tool

12. CONCLUDING COMMENT ..... 49

13. CONTACT DETAILS OF GEO ..... 49

# 1. Note of thanks

This booklet is a product of the collective work of Sara Longwe from Zambia, Rekopantswe Mate from Zimbabwe, Juliette Dworzak and Elizabeth Wafula from Kenya, and Fatima Pandy, from South Africa. A special word of thanks is extended to them for their hard work at the difficult task of compiling the report for respective countries. Fatima Pandy, the contract researcher from South Africa, was responsible for the final writing and compilation of this booklet.

A special word of thanks is extended to Wolfgang Leumer of the German Adult Education Association's Project Office in South Africa, who provided infra-structural support and the guidance required in the production of this booklet.

Additionally, special thanks, to NORAD whose generous support made the production of this booklet possible.

4

# 2. Introduction to the International Council for Adult Education (ICAE) and the Gender Education Office (GEO)

The International Council on Adult Education (ICAE) represents the world-wide adult education movement of non – governmental organisations (NGO's) working at grassroots, national, regional and international levels. The ICAE was founded in 1973 with the primary objective of strengthening the work of non governmental organisations (NGOs) and adult educators through the exchange and dissemination of information on ideas, practices, experiences and resources pertaining to adult education. Over the years, the Council has grown to become the largest and most influential international NGO in its field.

In 1995, ICAE engaged in a Strategic Planning Process, where the formation of the Gender Education Office (GEO) was proposed and ratified. GEO was tasked with the responsibility of working on women and gender in relation to adult learning. The prime objective of GEO is to promote the development of education as a tool for social change through the empowerment of women and men. The GEO strives to fulfil its mission through the promotion of and advocacy for gender education and the engendering of adult learning.

Based in Uruguay, GEO has for the past decade been involved in advocating and lobbying for gender justice and adult learning. As a multicultural, inter-regional and global organisation, GEO takes into account the needs and priorities of the regions. GEO is able to implement projects that promote gender justice by contributing to the establishment of on-going horizontal co-operative relationships between NGOs and academics, practitioners, educational intellectual and political organisations. In order to reach out to a broad constituency, GEO produces publications in as many languages as possible. The global nature of GEO implies the broadening of its physical, social and subjective limits of the production of knowledge for social action. GEO through its international networks, focuses on building academic relationships, formulating and reviewing gender policies as well as advocacy, and lobbying.

The GEO is supported by the infrastructure of an international feminist network, REPEM[1], which has established linkages in all the regions of the world: Asia, Africa, South America and the Caribbean, Europe, East Europe and North America.

[1] *REPEM is composed of 160 organisations from Latin American and Caribbean countries. It develops programmed activities and projects at three levels: national, regional and continental, which are determined according to interests and possibilities of each level.*



BEST COPY AVAILABLE

# 3. GEO and Confintea V

As part of its international programme, GEO was tasked with the responsibility of formulating a Women's Caucus. The latter caucus was to advocate and lobby for the integration of gender at all levels at the Fifth International Conference on Adult Learning (Confintea V) which took place in Germany in 1997. Confintea V was organised by UNESCO and brought together member states as well as representatives from civil society organisations.

The work of the Women's Caucus impacted on all the proposals tabled at Confintea V, including the Agenda for the Future. Theme 4 of the Agenda for the Future specifically deals with adult learning, gender equality and the empowerment of women. This theme clearly recognises that access to all aspects of adult learning is a critical factor in enabling women to fully contribute to their society.

## GEO and International Monitoring after Confintea V

Subsequent to Confintea V, it was imperative to embark on a follow up process. The GEO, working in a specialist context of gender and adult learning was tasked with the responsibility of International Monitoring and had to identify linkages between the Beijing Platform for Action and the Confintea V's Agenda for the Future. The Beijing Conference on Women in 1995 promoted and stressed the importance of the full participation of women in all aspects of society. Furthermore, it stressed the need to guarantee access to education and learning opportunities for women and the girl child. Building on these proposals Confintea V also reiterated the importance of women's access to all aspects of adult learning.

The GEO in fulfilling the above international responsibility, developed a core set of indicators to guide it in the process of monitoring the implementation of the commitments that government - member states – made at both Beijing and Confintea V. These indicators were developed at various regional workshops in Africa, Asia, the Caribbean and South America. Through consultation and debate those regions adapted and developed a generic set of indicators which are located within their local contexts.

After the African Regional Workshop held in Cape Town in 1998, the agreed ***Indicators for Auditing were:***

- Schooling for women 14 years and older according to categories for one set year in the formal and non-formal sectors;
- Enrollment ratio of women and men in Literacy and Adult Basic Education Programmes for a fixed number of years (percentage of enrollment over potential demand);

- Enrollment in non-formal and formal programmes in health, consumer and civic rights of women and men;
- Ratio between women and men at all levels in formal and non-formal education according to the categories above for one set year;
- Degree of progress in relation to the goal of reducing female illiteracy, as established by the country per fixed year;
- Existence of education programmes on citizenship rights;
- Existence of educational programmes and women's leadership in particular, developed by government at the level of white collar workers, training of small business owners and/or community leaders;
- Contents on equity in gender, race and ethnicity relations introduced in the curricula of formal and non-formal education at all levels;
- Incorporation of sex education in the curricula of formal and non-formal education at all levels;
- Existence of mechanisms enabling access of pregnant women and young mothers to formal and non-formal education;
- Existence of adult education programmes near potential learner populations and with adequate and flexible timetables to ensure access;
- Existence of educational programmes especially designed for unwaged women or for reskilling for new employment processes;
- Existence of multi-purpose learning centres used by women and counseling services for women.

# 4. Rationale and Background to Research

Since the International Conference on Population and Development in Cairo – 1994, the presence and participation of NGOs at international conferences has increased phenomenally. Subsequent conferences on Women in Beijing and Confintea V in Germany saw the active participation of civil society in the formulation of proposals and strategies for the transformation of education in the future. The collaboration between civil society and governments is embedded in a new understanding of democracy and civic rights promoting an integrated holistic approach in which gender equality is a key focal area.

The role of NGOs subsequent to these conferences has been to work collaboratively with governments to ensure the implementation of agreements undertaken, and more particularly, to monitor the implementation of these agreements. A key objective of such collaborative agreements was to include the United Nations Indices of Human Development and Empowerment and the Social Watch initiative which examine whether governments have the political will to implement agreements signed at global conferences. Further examination would include means of measuring implementation and the rate thereof in terms of "Distance from Goals".

At Confintea V the idea for an "Education Watch" was proposed and ratified. Thus, similarly to the Social Watch, an international monitoring exercise would be undertaken to examine governments' commitments to implementation of agreements made at Confintea V and other global conferences. GEO was then tasked with the responsibility of developing a core set of indicators to measure the political will of governments progress/non-progress in relation to the implementation of programmes.

The Indicators developed by the GEO are particularly significant in that :

- the agreements selected represent substantial areas in terms of educational opportunities for women;
- the agreements selected can be transformed into measurable indicators;
- the information for these indicators are relatively easy to obtain;

As mentioned earlier, GEO developed the core set of Indicators after consultation with various groups. This was followed by regional workshops where these indicators were refined and located within the local contexts of the specific regions. At the regional workshops countries were encouraged to voluntarily participate in the research process to gather data on the areas agreed upon. GEO then contracted researchers in these countries who were responsible for the gathering of data and the writing of a report based on the outcomes of the research process.

# 5. Limitations to the Research Study

There were several factors that impacted on the outcomes of the research process. A major problem was the lack of gender disaggregated data for most of the countries which took part in the study. The time constraints further impacted on the ability of the researchers to gather recent data. This resulted in data provided often being outdated. The inability of the person compiling the report to make adequate contact with the Country Researchers after the country reports were submitted resulted in her inability to at times confirm her impressions of the data presented. In response to this she often relied on other sources and Internet Websites to review the data provided. As mentioned previously a major recognition is the need to view this work as a pioneering effort that require further exploration and depth.

# 6. Outcomes of the Africa Regional Workshop

The African Regional Workshop took place from 30 August to 2 September 1998, in Cape Town. The workshop was jointly organised by GEO and South African organisations, including, the Adult Educators and Trainers Association of South Africa (AETASA), the Centre for Adult and Continuing Education (CACE), and the Institute for International Cooperation of the German Adult Education Association (IIZDVV).

Twenty-five participants came from eight countries in Africa, from adult education and/or gender-related programmes. Their prime function was to find ways of taking forward the commitments to women's learning made by their respective governments. It was noted that almost every UN conference declaration, had recognised the need for and have made strong commitments to the promotion of education, training and development of grassroots women. Despite this, the reality on the ground is that these commitments are seldom implemented. The workshop in Cape Town aimed to shift the focus from political rhetoric to practical action within a sober context and realisation of severe resource constraints in the field.

Three broad action priority areas were identified with a set of recommendations to be followed through by particular bodies.

*The priorities were:*

1. Popularisation of 'The Hamburg Declaration' and the 'Agenda For The Future'
2. The Development of Women's Leadership
3. Implementation of 'An Index of Accomplished Commitments on Women's Education'

*The specific recommendations were that: -*

1. The new Pan-African Association of Literacy and Adult Education takes responsibility for popularising the Declaration and Agenda from women and gender perspectives.
2. The Adult Learners' Week initiatives in 1999 focus particularly on Women's Learning and the popularisation of the Declaration and Agenda.
3. The UNESCO Commissions in different countries are approached to popularise the documents amongst a range of stakeholders particularly from women and gender perspectives.
4. UNESCO Commissions and the UNESCO Institute for Education are approached to assist with the simplification and translation of documents into local languages where possible.
5. Feminist media, communications and networking projects like FEMNET, based in Kenya, and Agenda, based in South Africa, popularise the documents and highlight the critical

importance of gaining recognition for women's right to learn throughout their lives.

6. The Declaration and Agenda are used as tools by NGOs and governments to foreground the importance of women's learning for the strengthening of women's skills and to increase and effect their participation in local communities and to (re) conscientize people about how customary law and certain traditional practices can inhibit the development of women's leadership and participation.
7. The Index of Accomplished Commitments, developed by GEO and improved on at the Cape Town meeting, be adopted as a way to monitor governments commitments to women's education - the four countries which will participate are Zambia, Kenya, South Africa and Zimbabwe.
8. The GEO will link all the participants electronically through a Listserve and this communication will focus on gender and adult learning in international and future developments.
9. All participants would communicate with their governments and relevant regional structures in the most appropriate ways about the Declaration, the Agenda and the outcomes of the Cape Town meeting. This will be done with the objective of showing the links to previous declarations, like Beijing and CEDAW, which many governments have signed and ratified.

Participants agreed that the most challenging task was to work with other organisations locally, regionally and internationally and to lobby and advocate for adult learning, gender equality and improvement of the status for women. The linkage between the women's movement in Latin America, (via the GEO) and African women and men activists was seen as a significant step forward and will provide the platform for consolidating a commitment to women's learning in Africa.

# 7. Summary of Outcomes

## KENYA

Kenya is located 13° North and 5° South of the Equator and covers a surface of 582,646 square kilometers. In 1997, it was estimated that Kenya has an overall population of 29,011,000, with women comprising 49.92% of the overall population. The population growth for Kenya from 1990 – 1995 has been approximately 3% per annum with its overall life expectancy rate being approximately 59%.

A large proportion of children as young as 10 years are economically active in Kenya. This is prevalent in both urban and rural areas.

Kenya gained its independence from Britain in 1963 and became the Republic of Kenya in 1964. After almost 3 decades of single-party rule, Kenya had its first multi-party elections in 1992.

### Education in Kenya

The state plays a central role in the planning and providing of resources for education and training in accordance with the provisions of Education and Training Act Cap 211 (1980). Despite the relatively good policy framework for education and training in Kenya, approximately 25.2% of the adult population are illiterate, with women comprising 49.92% of this figure. In 1992, the average illiteracy rate was 40% and this dropped to 24.9% in 1994. Although this was a positive sign there has subsequently been a decline in primary school enrollments as well as an increase in drop out rates, e.g. in 1996 approximately 53% people dropped out of school. This indicate that there will again be an increase in the levels of illiterate adults.

## SOUTH AFRICA

South Africa is located at the farthest southern point in Africa, covering a geographic space of 1219 090 km. The population is currently made up of 40 583 573 people, of which women comprise 51.9% of the overall population. Approximately 46.3% of the population live in rural and peri-urban settlements. The population is made up of various ethnic groups with African people making up 76.6% of the overall population. Other groupings are made up of Coloureds, Asians, Indians and Whites.



BEST COPY AVAILABLE

48% of women live on less than R500 per month and it is considered that these women live below the poverty line.

South Africa is currently approaching the end of its first 5 years as a new democracy. The past five years has seen the restructuring of government and the development of policy to redress the imbalances caused by Apartheid. Initially, the focus of the South African government was to meet the needs of the poor and disadvantaged within the policy framework of the Reconstruction and Development Programme (RDP).

## Education in South Africa

As a result of the previous government's Apartheid policies, education has not been accessible to the large proportion of black people in South Africa. Current statistics reflect that 7.5 million adults 15 years and older are functionally illiterate. This comprises 28% of the overall adult population. Women make up 54.6% of the overall adult illiterate population. At the lowest educational levels, both women and men appear to have low accessibility and the gender gap is thus relatively low. However, in looking at higher levels of education the gender gap increases where women have had less accessibility and opportunities.

# ZAMBIA

Zambia is located in Sub-Saharan Africa covering a surface of 752.614 square kilometers. Zambia has an overall population of 8,275,000 people of which 50.39% are comprised of women. Currently Zambia has an average illiteracy rate of 22% with women constituting 50.39% of the illiterate population.

Zambia became independent in 1964 and initially reflected a commitment to meeting the social needs of the Zambian people. With its system of socialism the Zambian government set out to provide free social services to its people. Having recently gone through a change in the political order where multi-party democracy was promoted, Zambia can be considered a relatively new democracy. Since 1992, the process of political change came about with many policy reforms set on transforming the Zambian economy. However, despite the intent to stimulate economic growth, very little growth has taken place and it is estimated that approximately 72 % of the Zambian population currently live in poverty with little or no access to basic needs such as health care, housing, safe water and sanitation and education.

## Education in Zambia

There is a general sense that education in Zambia is in a crisis with teaching staff projecting low levels of morale due to lack of resources, bad working conditions and overcrowding in classes. To improve education the government is engaged in an Education Sector Integrated Programme which has as its prime focus, the decentralisation of the educational delivery

system. The high level of poverty has a negative impact on the enrollment of children at school. Parents often enroll children very late or withdraw them from school at a young age due to financial constraints. Needless to say, this has a negative effect on the already high illiteracy rate.

# ZIMBABWE

Located in Sub-Saharan Africa, Zimbabwe covers a surface of 390,759 square kilometers. In 1998, it was estimated that the overall population of Zimbabwe was 11,439,000, with women comprising 50.43% of the overall population.

## Education in Zimbabwe

Zimbabwe gained its independence in 1980 from Britain. The influence of British colonisation resulted in the Zimbabwean education system still currently being modeled on the British system. Secondary school exams are still externally examined by the School Examination's Board of the University of Cambridge. Thus, school qualifications are internationally recognised.

The overall adult illiteracy rate is estimated at 19.6% with women making up, 72.9% of the overall adult illiterate population. In 1992, it was estimated that 66.8% of women 14 years and older did not have access to schooling. As in the case of other African countries, women's access to education decreases as the level of education increases.

# 8. Indicators of Situation & Indicator of Process: A Comparative Study

## TABLE ONE: INDICATOR OF SITUATION

| COUNTRY & YEAR | CATERGORY: WITHOUT SCHOOLING PERCENTAGE OF OVERALL POPULATION 14 YEARS AND OLDER | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| KENYA 1997=34.2% | | SOUTH AFRICA 1996 = 16.31% | | ZAMBIA No data | | ZIMBABWE 1992: 5.2% | |
| WOMEN 59.3% | MEN 40.7% | WOMEN 57.61 | MEN 42.39 | WOMEN No data | MEN No data | WOMEN 66.8% | MEN 33.2% |
| COUNTRY & YEAR | CATERGORY: INCOMPLETE PRIMARY EDUCATION OF OVERALL POPULATION 14 YEARS AND OLDER | | | | | | | |
| KENYA No Data | | SOUTH AFRICA 1996 = 17.1% | | ZAMBIA 1995: 16.2% | | ZIMBABWE No data | |
| WOMEN | MEN | WOMEN 49.72% | MEN 50.28% | WOMEN 48% | MEN 42% | WOMEN | MEN |
| COUNTRY & YEAR | CATERGORY: COMPLETE PRIMARY- PERCENTAGE OF OVERALL POPULATION 14 YEARS AND OLDER | | | | | | | |
| KENYA 1997=16.6% | | SOUTH AFRICA 1996 = 8.5% | | ZAMBIA 1995: 2.1% | | ZIMBABWE | |
| WOMEN 47.5% | MEN 52.5% | WOMEN 53.2% | MEN 46.8% | WOMEN 42% | MEN 58% | WOMEN 50.4% | MEN 49.6% |

| COUNTRY& YEAR | | CATERGORY:INCOMPLETE SECONDARY – PERCENTAGE OF OVERALL POPULATION 14 YEARS AND OLDER | | | | | |
|---|---|---|---|---|---|---|---|
| KENYA<br>No Data | | SOUTH AFRICA<br>1996 = 38.4% | | ZAMBIA<br>1995: 0.9% | | ZIMBABWE | |
| WOMEN | MEN | WOMEN<br>53.43% | MEN<br>47.67 | WOMEN<br>58% | MEN<br>42% | WOMEN<br>47.9% | MEN<br>52.1% |
| COUNTRY YEAR | | CATERGORY: COMPLETE SECONDARY – PERCENTAGE OF OVERALL POPULATION 14 YEARS AND OLDER | | | | | |
| KENYA<br>1997 = 0.9% | | SOUTH AFRICA<br>1996 = 16.4% | | ZAMBIA<br>1995: 0.2.% | | ZIMBABWE | |
| WOMEN<br>27.9% | MEN<br>72.1% | WOMEN<br>53.26% | MEN<br>46.74% | WOMEN<br>60% | MEN<br>40% | WOMEN<br>39.5% | MEN<br>60.5% |
| COUNTRY & YEAR | | CATERGORY: TECHNICAL EDUCATION – PERCENTAGE OF OVERALLL POPULATION 14 YEARS AND OLDER | | | | | |
| KENYA<br>No Data | | SOUTH AFRICA<br>1996 = 0.7% | | ZAMBIA | | ZIMBABWE | |
| WOMEN | MEN | WOMEN<br>39.8% | MEN<br>65.2% | WOMEN<br>27% | MEN<br>73% | WOMEN<br>40% | MEN<br>60% |

## Analysis of Trends and Disparities

### *Category: Without Schooling*

Of the three countries who supplied data (Kenya, South Africa and Zimbabwe), Kenya appears to have the highest percentage of women without schooling. A common trend is the percentage for women without schooling in all countries is higher than that of men. The gender gap varies from country to country with Zimbabwe reflecting the largest disparity.

| COUNTRY & GENDER GAP | |
|---|---|
| Kenya | : 18.6% |
| South Africa | : 15.22% |
| Zimbabwe | : 33.6% |

16

### *Category: Incomplete Primary*

Only South Africa and Zimbabwe provided data for this category. At this level of education, the gender gap is not that large. In South Africa, the position of men is only slightly better

than that of women, with a gender gap of 0.56%. In Zambia the gender gap is somewhat larger, with a difference of 6%.

### *Category: Complete Primary*

All four countries provided data for this category. The gap between women and men is relatively close, although there seems to be a general indication that men have had more access to primary education. The only country where this is not the case is South Africa, where more women actually have completed primary education.

### *Category: Incomplete Secondary Education*

Three countries (South Africa, Zambia and Zimbabwe provided data for this category. Although the gap is generally not that huge, women definitely have less access to secondary education. The gender gap is as follows:

| COUNTRY & GENDER GAP | |
|---|---|
| South Africa | 5.76% |
| Zambia | 16% |
| Zimbabwe | 4.2% |

### *Category: Complete Secondary Education*

In Kenya and Zimbabwe the position of women is significantly worse than that of men. The gender gap is as high as 44% for Kenya and 21% as in the case of Zimbabwe. Both South Africa and Zambia's statistics reflect the position of women in fact being better than that of men, although the gender gap is not that big.

### *Category: Technical Education*

In the case of all three countries that provided data for this category, the position of men is much better than that of women. The gender gap was as follows:

| COUNTRY & GENDER GAP | |
|---|---|
| South Africa | 25.4% |
| Zambia | 46% |
| Zimbabwe | 20% |

# TABLE TWO: INDICATOR OF SITUATION

| COUNTRY & YEAR | PERCENTAGE FUNCTIONALLY ILLITERATE | | PERCENTAGE ENROLLED IN LITERACY PROGRAMMES | |
|---|---|---|---|---|
| KENYA 1997 | 4.232 221 adults (15.6 % of population) | | 1 031 815 (24.38% of adults requiring literacy training) | |
| | WOMEN 68.3% | MEN 31.7% | WOMEN 65.6% | MEN 34.4% |
| SOUTH AFRICA 1996 | 7.500 000 adults (28 % population) | | 47 250 (estimation) (1.8% of adults requiring literacy training) | |
| | WOMEN 54.6% | MEN 45.4% | WOMEN 58% | MEN 42% |
| ZAMBIA 1995 | 1 252 713 adults (15.1% of overall population) | | 10330 (0.82% of adults requiring literacy training) | |
| | WOMEN 67.1% | MEN 342.9% | WOMEN 36% | MEN 64% |
| ZIMBABWE 1992 | 2 224 332 adults (19.6% of the overall population) | | 1 114 997 (49.68% of adults requiring literacy training) | |
| | WOMEN 72.9% | MEN 34.1% | WOMEN 65.9% | MEN 34.1% |
| COUNTRY & YEAR | PECENTAGE – INCOMPLETE PRIMARY EDUCATION | | PERCENTAGE ENROLLED | |
| KENYA No data | WOMEN No data | MEN No data | WOMEN No data | MEN No data |



BEST COPY AVAILABLE

| | | | | |
|---|---|---|---|---|
| SOUTH AFRICA<br>1996 | 4 577 982 adults | | | |
| | WOMEN<br>49.72% | MEN<br>50.28% | WOMEN<br>58% | MEN<br>42% |
| ZAMBIA<br>1995 | 1 341756 adults<br>16.2% of overall population | | No data | |
| | WOMEN<br>48% | MEN<br>52% | WOMEN<br>——— | MEN<br>——— |
| ZIMBABWE<br>No data | No data | | No data | |
| | WOMEN | MEN | WOMEN | MEN |
| COUNTRY & YEAR | PERCENTAGE INCOMPLETE SECONDARY EDUCATION | | PERCENTAGE ENROLLED | |
| KENYA | No data | | No data | |
| | WOMEN | MEN | WOMEN | MEN |
| SOUTH AFRICA<br>1996 | 9 749 606 adults | | No clear numbers | |
| | WOMEN<br>53.48% | MEN<br>46.52% | WOMEN | MEN |
| ZAMBIA<br>1995 | 79 081 adults<br>0.9% of overall population | | | |
| | WOMEN<br>58% | MEN<br>42% | WOMEN | MEN |
| ZIMBABWE<br>No Data | WOMEN | MEN | WOMEN | MEN |

## TABLE THREE: INDICATOR OF SITUATION

### Existence of programmes

| HEALTH PROGRAMME % ENROLLED & RATIO | |
|---|---|
| KENYA<br>1998 | YES |
| SOUTH AFRICA<br>1998 | YES |
| ZAMBIA<br>1995 | YES |
| ZIMABABWE | NO DATA |
| **CONSUMER RIGHTS PROGRAMME % ENROLLED** | |
| KENYA | YES |
| **SOUTH AFRICA** | STARTING MID 1999 |
| ZAMBIA | YES |
| ZIMABABWE | NO DATA |
| **CIVIC RIGHTS PROGRAMME % ENROLLED** | |
| KENYA | YES |
| SOUTH AFRICA | YES |
| ZAMBIA | YES |
| ZIMABABWE | NO DATA |

20

## Access to Health Education

Health Education is provided in Kenya, Zambia and South Africa. In the case of South Africa, programmes are run by the Department of Health directly as well as NGOs being contracted by the government to run programmes based on the policies developed by government. Although programmes exist in Zambia and Kenya it is not clear as to whether the state contracts the specific NGOs to do the training or if training is privately funded.

## Access to Consumer Rights Education

Of the two countries, Zambia and Kenya are the only two countries that currently have Consumer Rights Education Programmes. However, the programmes in Kenya are in fact run by NGOs and not by any government department. In the case of South Africa, there is a general commitment to providing Consumer Rights Education and staff are currently being trained to deliver programmes. These programmes were set to start in the middle of June 1999.

## Access to Civic Rights Education

Kenya, South Africa, and Zambia have the constitutional obligation of providing civic rights education. However, the South African government through its legislative structures appears to be the only country that have developed a set programme using different forms of media. In Kenya and Zambia programmes are privately funded and run by NGOs.

## TABLE FOUR: INDICATOR OF SITUATION IN RELATION TO GOAL SET

| TARGET SET COUNTRY & YEAR | RATE OF PROGRESS | COMMENT |
|---|---|---|
| KENYA<br>1992 – 2000<br>**To reduce by 20%** | Reduction has taken place from 40% and currently 28.14% women and 17.2% men are illiterate – with a gender gap of 15.4% | The recent increase in the drop-out rate at a primary school level is set to further increase the illiteracy rate, thus challenging the current rate of progress |
| **SOUTH AFRICA**<br>**1997 – 2001** | Currently only 1.8% of adults requiring literacy and Adult basic education and training are being reached. | The current enrollment rate suggest that target set will not be reached. An additional problem is that the target that has been set has not been engendered |



BEST COPY AVAILABLE

| TARGET SET COUNTRY & YEAR | RATE OF PROGRESS | COMMENT |
|---|---|---|
| **ZAMBIA By 2000 to reduce illiteracy to 12%** | By 1997, the illiteracy rate for women was still as high as 67.1% , although only 36% were enrolled in classes | Indication that target set will not be reached |
| **ZIMBABWE From 1992 – 2000 to reduce illiteracy rate from 19.6 to 1.28%** | 1997 statistics of the World Bank indicate that there are still 18.07 adults illiterate | Indication that target set will not be reached |

There appears to be a common trend with all countries in that the current enrollment rate in relation to the numbers of adults requiring literacy training is disparate. There is a clear indication that targets set will not be met. In trying to analyse the reasons for this, it could be linked to the lack of political will of the various governments to making literacy training available, the lack of funding and the economic and social problems facing countries with education being but just one thereof.

## TABLE FIVE: INDICATOR OF POLITICAL WILL

| COUNTRY & YEAR | EXISTENCE OF CITIZEN RIGHTS PROGRAMS FOR WOMEN | | |
|---|---|---|---|
| KENYA | Yes – programmes run by private NGOs | | |
| SOUTH AFRICA | Yes – run by government | | |
| ZAMBIA | Yes – run by NGOs | | |
| ZIMBABWE | No data | | |
| COUNTRY & YEAR | EXISTENCE OF LEADERSHIP PROGRAMS FOR WOMEN | | |
| | WHITE COLLAR | SMALL BUSINESS | COMMUNITY LEADERS |
| KENYA | Yes | Yes | Yes |
| SOUTH AFRICA | No | Yes | No |
| ZAMBIA | Yes | Yes | Yes |
| ZIMBABWE | No data | No data | No data |

## Existence of Leadership Programmes for women

Programmes exist at various levels for women in Kenya and Zambia. In South Africa the Office on the Status of Women is currently planning formal leadership programmes, but these programmes have not been implemented.

## TABLE SIX:

1. Contents on equity & equality in gender, race, age and ethnicity in curriculum of formal & non-formal education
2. Incorporation of sex education in the curriculum
3. Existence & mechanisms to enable access for pregnant and young women to formal & non-formal education
4. Existence of adult education programmes near potential demand with adequate timetables and flexible systems
5. Existence of educational programmes especially designed for unwaged mothers or for re-skilling for new employment opportunities
6. Existence of multi-learning centres for women and counseling services for women

## TABLE SIX: Numbers 1-6 reflect categories for table six

| COUNTRY & YEAR | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| KENYA | YES | YES Only in Adult education | YES Only in Adult education | YES | NO | YES |
| SOUTH AFRICA | YES | YES Only at some schools | NO | NO | YES Only few women access | NO |
| ZAMBIA | YES | YES | YES | YES | YES | NO |
| ZIMBABWE | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |

1. Although it reflects that all three countries that provided data have recognised this area as important and have included it in the curriculum for education, this is not a clear cut case. Kenya only has these issues included at an Adult Education level. Currently, Zambia reflects the most advanced adult education levels in terms of incorporation in the curriculum.

whilst South Africa recognises it as important and intends to include it as part of its Education Transformation Process towards Curriculum 2005.

2. Sex Education in the curriculum is not addressed seriously enough. In most cases it is done at the discretion of the Heads of schools. The high rate of teenage pregnancy and the alarming increase in the rate of young people affected with HIV/AIDS are all factors that result as a lack of effective sex education. In some cases UN agencies such as UNICEF runs programmes on sex education targeting the girl child. However, the statistics on the increase of teenage pregnancy clearly reflect that this is not enough and requires serious intervention from governments in Africa.

3. Despite the high illiteracy rate in most countries in Africa and the fact that it is the highest impediment to young women advancing, countries appear to have a very laxed approach to dealing with this problem. Given that most of these countries have in fact signed the Kampala Declaration on Empowerment of Women through Functional Literacy and Education for the Girl Child (1996), this is not acceptable and should become a critical focus for advocacy and lobbing for feminist activists and educators. A clear strategy and implementation plan is required to deal with this problem.

4. Two countries; Kenya and Zambia indicated that adult education centres were accessible to potential target audiences. However, when a further analysis was done, it was found that these centres are often focused in urban settlements and in some instances adults were required to travel far distances to attend courses of their choice.

5. Only South Africa and Zambia have programmes specifically designed for the re-skilling of women. However, these programmes only reach a small percentage of women and do not significantly address the problem of preparing women for the job market. NGOs tend to provide some training for women to prepare them to operate small businesses in the informal economic sector.

6. Specialised centres for counselling for women only exist in Kenya. In other countries such as South Africa and Zambia where some counseling centres do exist, they are primarily based in city centres and many of them are privately run by NGO's.

# 9. Country Reports

## COUNTRY REPORT : KENYA

Kenya is located 13° North and 5° South of the Equator and covers a surface are of 582,646 square kilometers. In 1997, it was estimated that Kenya has an overall population of 29,011,000, with women comprising; 49.92% of the overall population. The population growth for Kenya from 1990 – 1995 has been approximately 3% per annum with its overall life expectancy rate being approximately 59%. A large proportion of children as young as 10 years are economically active in Kenya. This is prevalent in both urban and rural areas.

Kenya gained its independence from Britain in 1963 and became the Republic of Kenya in 1964. After almost 3 decades of single-party rule, Kenya had its first multi-party elections in 1992.

### Educational Legal and Policy Framework

The state plays a central role in the planning and providing of resources for education and training in accordance with the provisions of the Education and Training Act Cap 211 (1980). Despite the relatively good policy framework for education and training in Kenya, approximately 25.2% of the adult population is illiterate, with women comprising 49.92% of this figure. In 1992, the average illiteracy rate was 40% and this dropped to 24.9% in 1994. Although this was a positive sign there has subsequently been a decline in primary school enrollments as well as an increase in drop out rates, e.g. in 1996 approximately 53% people dropped out of school.

The legal framework for education has evolved from several acts of Parliament, the main act being the Education Act of 1968. Provision for Adult Education was accommodated in the enactment of the Board of Adult Education Act passed as early as 1966. These acts form the basis of The Master Plan on Education and Training 1977-2010. The Master Plan has been developed in response to several reports from Commissions, National Development Plans and Policy Framework Papers. These include:

- The Kamunge Report on Education and Manpower Training for the Decade and Beyond (1988);
- National Development Plans 1996 – 1998;
- Policy Paper – The Industrial Transformation to the Year 2000;
- Research by the Ministry of Education, Ministry of Human Resource Development and UNICEF on Comprehensive Education Sector Analysis Studies funded by the World Bank and the Government of Japan.
- International Declarations and agreements to which Kenya is a signatory, including the Convention on the Rights of the Child, The Hamburg Declaration and the Agenda for the

Future, The Jomtien Education for All, The International Covenant on Economic, Social and Cultural Rights, and the Convention of all Forms of Discrimination Against Women, amongst others.

Despite the government being a signatory to these global agreements, legislation has not been passed to include this as domestic law.

## The position of Women in Kenya : A Gendered Analysis

Kenya currently has a Women's Bureau under Cabinet Memorandum which was set up in 1976. The Women's Bureau has been tasked with the responsibility of facilitating several activities which have educational implications. The prime focus is to ensure that gender becomes an integrated part of all government proposals. Whilst gender is recognised as an important development dimension, and is in fact incorporated within the legal framework, a national strategy to mainstream gender and development is lacking. This clearly reflects on the government's lack of gender conscious programmes. There are no designed / planned gender and development interventions and neither is gender disaggregated information readily available.

In relation to the country's goals set to reduce illiteracy, there is a general sense that the targets set for the year 2000 will not be met. The recent increase in the drop-put rate at primary level is a major cause for concern and an indicator for challenging the set target. From the research done, it is clearly indicated that women and the girl child have less access and opportunities for learning. This can be ascribed to the social stereotyping of the perceived role of women and girls.

## Outcomes of the Research : The Facts and Figures

*The figures used for all the tables, are based on:*

### Kenya Total Population :27 011 000

| | |
|---|---|
| WOMEN 15 years and older | 7 880 570 **(50.2%)** |
| MEN 15 years and older | 7 791 000 **(49.08%)** |
| TOTAL 15 YEARS AND OLDER | **15 671 570 (54% of population)** |

**INDICATOR OF SITUATION - YEAR: 1997**

| TOTAL FIGURE/PERCENTAGE | WOMEN | MEN |
|---|---|---|
| NO SCHOOLING<br>9 907 566 (34.2% of overall population) | 5 872 137<br>59.3% | 4 035 429<br>40.7% |
| INCOMPLETE PRIMARY EDUCATION<br>No data | No data | No data |

26

| | | |
|---|---|---|
| COMPLETE PRIMARY<br>4 472 020 (16.6% of overall population) | 2 123 813<br>47.5% | 2 348 207<br>52.5% |
| INCOMPLETE SECONDARY<br>No data | No data | No data |
| COMPLETE SECONDARY<br>234 472(0.9% of overall population) | 65 408<br>27.9% | 169 064<br>72.1% |
| TECHNICAL<br>No data | No data | No data |

## Indicators of Situation

| **NO OF FUNCTIONALLY ILLITERATE**<br>**4.232 221**<br>(15.6 of overall population) | | **NO OF PERSONS ENROLLED**<br>**1 031 815**<br>(24.38%- adults requiring literacy) | |
|---|---|---|---|
| WOMEN<br>68.3% | MEN<br>31.7% | WOMEN<br>65.6% | MEN<br>34.4% |
| **NO. ADULTS INCOMPLETE PRIMARY & INCOMPLETE SECONDARY EDUCATION** | | **NO OF PERSONS ENROLLED** | |
| WOMEN<br>No Data | MEN<br>No Data | WOMEN<br>No Data | MEN<br>No Data |

## Making sense of the figures

*Indicator: Attained level of schooling of women and men 14 years and older*

As per the statistics available for 1989, there was a higher level of girls/women with no education. This trend continues with a higher percentage of boys and men having completed primary and secondary education.

*Indicator: Access to Literacy and Basic Education*

The illiteracy rate in Kenya was set at 40% in 1992. After the Jomtien, Education for All Conference, a strategy was devised to reduce the illiteracy rate by 20% as a set target by the year 2000. This target was set with the objective of aiming for a 70% completion of primary school in the same period. The targets set with the objective of took into account regional and gender disparity. By 1994, the illiteracy rate had been sufficiently reduced to 32.6% for women and 17.2% for men. Notably, the gender gap is 15.4%, which indicates that the position of women is significantly worse than that of men.

By 1997, further research by the World Bank indicated that the illiteracy rate had further dropped to 28.14% for women and 13.08% for men, still indicating a gender gap of 15.06%. In measuring the rate of progress as per the set target, it could be said that Kenya's progress is on track. However, the recent increase in the drop out rate at primary school level[2] indicates that the successes made in reducing the illiteracy rate as per the set 20%, is being jeopardised.

### *Indicator: Reducing female illiteracy*

As mentioned previously, the illiteracy rate of women is significantly higher than that of men. Whilst the plan to reduce the illiteracy is said to be conscious of the disparity in relation to gender, the current rate of progress suggests that the position of women will continue to be worse than that of men. Given that it is currently less than six months to the end of the target period, the lack of recent statistics makes it difficult to gauge whether the target for reducing female illiteracy will be achieved.

### *Indicator: Content on equity, equality in gender, race, age and ethnic relations introduced in the curriculum of formal and non-formal education at all levels.*

All levels of education include contents on equity, equality in gender, race, age and ethnic relations. However, at lower levels of the system, these aspects of the curriculum are not labeled as gender or race relations, but are implicit, as reflected in the examination of the content. However, with regard to the formal syllabus of both Christian and Islamic education at a secondary level there is hardly any explicit reflection / representation of equity and gender equality in particular.

### *Indicator: Sex Education in the Curriculum*

Sex education does not exist in the curriculum of formal education at a primary and secondary level. This is a result of the pressure from religious bodies. Although a programme called Family Life Education, which included sex education existed in the past, teachers would often not implement the programme because of their own religious inhibitions.

Sex Education is included in the curriculum training of adult educators at the University of Nairobi. UNICEF currently supports two projects; an AIDS Education and Girl Child Education Project.

### *Indicator: Specialised access for pregnant women to education*

At both a formal and non-formal level, the Ministries of Education and Human Resource Development have issued a directive to institutions not to prevent pregnant and young women from education. This directive was a direct response to the high rate of teenage pregnancy, which reflects that approximately 142 000 young women between the ages of 14

[2] *This at points has been as high as 32%.*

– 19 years drop out of school each year. The ministry itself facilitates access in order to minimise the practical difficulties faced by the return to school of young girls who left due to pregnancy.

***Indicator:* Access to Health**

No clear information available

***Indicator:* Access to Consumer Education**

No clear information available

***Indicator:* Access to Civic Education**

The Human Rights Commission regularly reports on the violation of the right of access to civic education. Programmes on civic education are primarily run by NGOs while the Kenyan government offers no formal programmes. However, as part of the general education curriculum ideological messages are included to shape the gender values of national leaders when they are trained. The Kenyan government thus, is not directly involved in the promotion of civic rights education.

***Indicator:* Specialised leadership training for women**

Leadership training is provided at National and Local level, as well as specialised training for small business owners and community leaders. The exact numbers of persons trained for a set year is not available, thus it is difficult to gauge the extent and scope of the programmes. The Women's Bureau is responsible for facilitating the training. A basic infra-structure has been set up, with key focal points in key Government Ministries.

***Indicator:* Existence of Adult Learning Centres near potential populations with adequate and flexible timetables**

A general response would be that adult education centres do exist. However, in some cases programmes are offered where clients need to travel far distances to attend courses. Thus, whilst there are some centres providing programmes, there are instances where adults need financial support from NGOs to travel to sites where learning is offered.

Another factor that came to light is that less than one percent of the overall Education Budget is allocated for adult education and other non-formal programmes. This implies that there are serious resource constraints in terms of setting up Adult learning centres in communities where the need exists.

***Indicator:* Existence of educational programmes especially designed for unwaged women or for re-skilling new employment processes.**

In 1997, it was estimated that the unemployment rate was 19%. Although this data is not disaggregated women are said to comprise a significant part of this figure. This issue should



BEST COPY AVAILABLE

also be looked at in relation to the nature of work done by women, which often is not considered as formal work. NGOs are involved in training at a micro level. This includes the training of entrepreneurs and preparatory training for people who wish to operate in the informal economic sector.

The National Development Plan for the period 1997 – 2002 has recognised the importance of re-training women. It traces aspects of vocational and technical training and develops possible paths for specialised jobs in the public sector. There were no details available about the actual impact of this programme and the actual numbers of women reached.

# COUNTRY REPORT : SOUTH AFRICA

## Demographics

Located at the bottom of the African continent, South Africa covers a geographic space of 1219090 square km. The population is currently made up of 40 583 573 people, of which women comprise 51.9% of the overall population. Approximately 46.3% of the population live in rural and peri-urban settlements. The population is made up of various ethnic groups with African people making up 76.6% of the overall population. Other groupings are made up of Coloureds, Asians, Indians and Whites.

## The New South Africa: 5 years into a New Era

In June 1999 South Africa has entered its second democratic phase of government. The previous five years has seen the restructuring of government and the development of policy to redress the imbalances caused by Apartheid. Initially, the focus of the South African government was to meet the needs of the poor and disadvantaged within the policy framework of the Reconstruction and Development Programme (RDP). Despite initial criticism from the corporate sector and right wing economists, there appeared to be a broad consensus that the RDP was a viable development programme. It was set out to aid the development of the poor, whilst not significantly compromising the interest of business. Although, the RDP was slow at getting off the ground, development activists had faith that the needs of the poor would be met, since its first priority was to attack poverty and deprivation.

Subsequently, in 1996, the government introduced its new macro - economic plan with the Growth, Employment and Redistribution (GEAR) strategy as its main focus. GEAR is the strategy the government has put forward to solve South Africa's problems of growing unemployment, an economy which needs to grow to create jobs and to ensure the redistribution of services.

GEAR also aims to bring SA into the global economy. And for South Africa to be a "player" on the global stage, it will have to compete with other countries. This competition, however, implies that there is a greater focus on profits and investments which is in contradiction with a people-centered economy.

In addition to this, the government through the RDP committed itself to a people-driven integrated process of development.[3] Thus there seems to have been a shift in focus away from the RDP.

## Education for All: A promise to all South Africans

Since the first democratic election held in 1994, South Africa has been presented as a "shining example" to the world in relation to redressing imbalances caused by Apartheid. With regard

to education South Africa is internationally recognized as one of the few countries that denotes lifelong learning as a right. The Bill of Rights clearly state that, "Everyone has the right to (a) a basic education, including adult basic education; and (b) to further education (SA Constitution, Chapter 2, Bill of Rights, section 29, 1(a) and (b), pg14).

Located within the philosophical framework of Lifelong Learning, Democracy, Social Justice and Fundamental Human Rights, SA citizens are promised access to information and education in several categories including formal and informal education related to citizenship, health, consumer education, inter-alia. Thus the commitment to providing access to information and education is not just linked to agreements signed at an international level with other governments, but is inextricably linked to the constitutional and legislative commitments made by the South African government. There is thus both a moral and legal obligation by government to provide access to learning, particularly to women as an extreme marginal group.

## Improving the position of Women : A Gendered Analysis

Re-joining the global community the new South Africa has committed itself to redressing imbalances related to gender learning and under-development. There are several global agreements the South African government has committed itself to. The following agreements have been made over the past two decades with the specific intention of improving the living conditions and the position of women in society.

*The global conferences supported by government include:*

- Convention on the Elimination all forms of Discrimination Against Women (CEDAW) – 1979 (ratified by SA in 1995);
- World Conference on Education for All (1990), which recognized the importance of adult education, focusing on women;
- Cairo Conference on Population (1994), which highlighted the links between education and demography, emphasizing the need to ensure equality of women and men in the private and public spheres, especially with regard to access to education;
- Beijing Conference on Women (1995), promoted and stressed the full participation of women in all aspects of society and emphasized the need to guarantee access to education and learning opportunities for women and the girl child;
- Social Summit in Copenhagen (1995), which identified education and learning as critical factors to overcoming poverty and social and economic marginalisation of women;
- Human Settlements in Istanbul (1996);
- Food Summit in Rome (1996);
- Kampala Declaration on Empowerment of Women through Functional Literacy and Education for the Girl Child (1996).

*That is bottom-up development owned and driven by communities and their representative organisations.*



BEST COPY AVAILABLE

However, despite all these agreements and commitments made, the position of women in society has not improved substantially. The opposite is in fact the case. In South Africa, the statistics reveal that women find themselves at the lower end of the scale in relation to men regarding access to education and educational opportunities as well as with regard to their position in the labour market. Given the previous Apartheid policies of South Africa where white people were allowed to advance and black people were denied access to education, the situation of black women is obviously the worst. In this context, black men have not advanced much more than black women. Thus in analyzing the educational position of women and men in South Africa, it is critical that the analyses include issues of race and class. From the data gathered, the figures sometimes reflect the position of women as "somewhat better" than men. However, in looking at aspects of the data, it sometimes appears that the position of women is in fact better than that of men. Thus it becomes critical to disaggregate this data based on the overall percentage of women in relation to men and to locate it within a race and class context.

## Outcomes of research : The facts and figures

INDICATOR OF SITUATION - YEAR: 1996

| TOTAL FIGURE/PERCENTAGE | WOMEN | MEN |
|---|---|---|
| NO SCHOOLING<br>4 375 403<br>16.31% | 2 520 589<br>57.61% | 1 854 814<br>42.39% |
| INCOMPLETE PRIMARY EDUCATION<br>4 577 982<br>17.1% | 2 276 385<br>49.72% | 2 301 598<br>50.28% |
| COMPLETE PRIMARY<br>2 270 721<br>8.5% | 1 207 932<br>53.2% | 1 062 790<br>46.8% |
| INCOMPLETE SECONDARY<br>9 749 606<br>38.4% | 5 213 962<br>53.43% | 4 535 644<br>46.74% |
| COMPLETE SECONDARY<br>4 386 742<br>16.4% | 2 336 397<br>53.26% | 2 050 345<br>46.74% |
| TECHNICAL<br>197 289<br>0.7% | 68 656<br>39.8% | 128 633<br>65.2% |



BEST COPY AVAILABLE

## Indicators of Situation

| NO OF FUNCTIONALLY ILLITERATE 7.5 million | | NO OF PERSONS ENROLLED 47 250 (estimation) | |
|---|---|---|---|
| WOMEN | MEN | WOMEN | MEN |
| 54,6% | 45,4% | 58 % | 42% |
| NO. of ADULTS INCOMPLETE PRIMARY EDUCATION 4 577 982 | | NO OF PERSONS ENROLLED | |
| WOMEN | MEN | WOMEN | MEN |
| 49,72% | 50,28% | 58 | 42 |
| NO. ADULTS WITH INCOMPLETE SECONDARY EDUCATION 9 749 606 | | NO OF PERSONS ENROLLED | |
| WOMEN | MEN | WOMEN | MEN |
| 53,48% | 46,52% | | |

## Making sense of the figures

*Indicator: Access to Basic Education and Literacy Training*

It is estimated that there are approximately 7.5 million adults requiring adult basic education and training (ABET). This makes up approximately 28% of the overall adult population. The state sees itself as one of the partners responsible for providing access to ABET. Other partners are the NGO sector and industry. To date industry is the largest provider of ABET with the state reaching approximately 1.8% percent of the overall target requiring ABET. The small number reached by the state is directly related to the small amount of the overall Education Budget allocated for ABET.

*Indicator: Reducing female illiteracy rate*

It is estimated that women comprise more than 54 percent of the overall adult illiteracy rate in South Africa. Despite this, no clear figures in terms of the projected target to reduce illiteracy by the year 2001 has been allocated for women. There is however, a general statement that women will be a specific target. If this is not divided into specific targets for women it is difficult to measure the political will of the government to specifically reduce female illiteracy.

*Indicator: Content on equity, in gender, race, age and ethnic*

*relations introduced in the curriculum of formal and non-formal education at all levels.*

Curriculum 2005 is a major project currently undertaken by the National Department of Education to redesign the Curriculum for Education in South Africa. Thus material and books currently used in schools are not reflective of the new Education Policy. Piloting of certain aspects of the new Curriculum is taking place. A provisional intervention has been made to remove overtly racist and sexist material. Despite some of these initial cosmetic changes, the material still reflects traditional stereotypes. It is encouraging that a clear programme is in place to deal with some of the current imbalances in the curriculum of both formal and non-formal education at all levels.

*Indicator: Sex Education in the Curriculum*

Currently some schools have informally included sex education into their curriculum. The National Department of Education is currently redesigning the curriculum, which sets to transform education using an Outcome Based model. Sex education is said to definitely be included in the new Curriculum. Given that South Africa has a rate of 33% for teenage pregnancies, the inclusion of sex education is critical. This will ensure that the alarming problem of teenage pregnancy is proactively addressed.

*Indicator: Specialised access for pregnant women to education*

Despite the recent passing of the Termination of Pregnancy Bill, recent statistics reflect an increase in the rate of teenage pregnancy. This results in the "interruption" of schooling for the girl child or in many cases the absolute abandonment of schooling. Needless to say, this is a major factor impacting on the continuing unequal development for the girl child.

To ensure that young pregnant women are able to continue their "interrupted schooling" requires a commitment from government that is further reiterated through effective programmes. The current non-existence of facilities and opportunities for young pregnant women is contradictory to the government's broad commitment to advancing the status of women.

*Indicator: Access to Health Education*

Health Education in South Africa is relatively organised and co-ordinated through partnerships with NGOs and government. Usually government contracts the NGO partner to deliver education programmes. The five focus areas are:

- Aids and STD (sexually transmitted diseases)
- Women's Health, including Reproductive rights
- Cancer
- Tuberculosis
- Primary Health Care

Education and training on health is co-ordinated in each of the nine provinces of South Africa. In some provinces additional courses are offered on Coping with stress, Domestic Violence, Substance Abuse, Mental Health, Care for the Elderly, Genetic Awareness, etc.

Education Programmes in the form of on-site training at clinics and community halls, hospitals, mobile clinics and schools take place regularly. The training and education programmes are run by nursing staff at clinics and community health workers, who are in some instances contractually employed by the state. Others are linked to NGOs, which are contracted by government. Additional complimentary work is also done by NGOs.

Programmes are also run on television and radio, as well as in the print media. Although no clear data is currently available, the information from some provinces reflect a pattern of women comprising approximately 86, 4% of the persons attending such programmes.

However, recent research indicated a phenomenal increase in the rate of women infected with HIV/Aids. There are currently 3.5 million adults infected in South Africa. From 1998 to 1999, the figure for young women infected with HIV/Aids increased by 65.4%. The current figure for young women aged 15 – 19 years infected with HIV/Aids is at 21% of the overall national statistic.

Thus, whilst Aids Education Programmes have been put in place, the effectiveness of these programmes are questionable. This could be ascribed to the fact that there is not sufficient understanding and recognition of the fact that what is required of women goes beyond awareness and knowledge of the Aids epidemic specifically . In order to address and challenge the spreading of the disease women require self-esteem, will power and an understanding of the gendered power relations in order to either negotiate safe sex or have the freedom to make informed and healthy choices regarding sex. The need to provide effective Aids Education programmes specifically for women cannot be under-estimated. This includes targeting specifically younger and older women.

### *Indicator: Access to Consumer Education*

The National Department of Trade and Industry is responsible for Consumer Education. To date programmes have been run on an ad-hoc basis by NGOs. The South African government has made a commitment to providing consumer education. In fact, this public commitment was made at the opening of the first democratic Parliament, where the President pledged that the government would promote a policy of consumer protection.

Since 1994, a National Consumer Forum, an alliance of 80 consumer and women's legal rights organisations was formed to structure programmes that would educate SA consumers. These programmes have been spear-headed by government, working group that has been established to develop plans and programmes for the nine provinces. Staff are currently being trained to start delivering programmes that were set to start in 1999.

### *Indicator: Access to Civic Rights Education*

The SA government has a programme run by Parliament called the Public Participation Programme (PPP). The prime focus of this programme is to educate people about the legislative processes and how as a citizen one can interface with these processes and in this way also contribute to the development of active citizenship. Women have been identified as a prime target group within this programme. To facilitate this, training is being conducted in all nine provinces. The programme, however, has had very little success. This is due to lack of funding, limited staff and inability to effectively contract NGOs, which are community based and have the relevant networks and infrastructural support and capacity to add substantive value to the programme. No clear statistics could be obtained from this department.

The PPP also runs programmes to educate adults and children about the actual running of Parliament. One of its key activities is the organising of parliamentary tours. School children comprise the highest number of participants on tours. Although civic education has primarily been done by NGOs, government ran and managed a massive education programme prior to the launch of the new Constitution and the Bill of Rights in 1996. Additional to this, a National Constitution Week was organised to educate people about their rights, as enshrined in the new Constitution. It is said that the programmes created awareness amongst 45% of the population about the new Constitution. However, there was no indication of the actual number of people reached or the kind of impact it had on people in terms of their knowledge and understanding of their constitutional rights.

Other programmes are run on television and radio, where government contracts other departments to educate the SA population about their rights. Needless to say, much work is required in this area, and despite the fact that some programmes do exist, a coordinated effort is required from government departments to significantly impact in this area. The unavailability of clear data is an indication that a more comprehensive and well coordinated effort is required to ensure active citizenship.

### *Indicator: Specialised leadership training for women National, Provincial & Local Government*

In looking at several government departments, as well as at various levels of government, little specialized leadership training is offered for women. The Women's Empowerment Unit has been established to specifically provide leadership training to women parliamentarians at both national and provincial levels. Currently, there is no comprehensive evaluation of the success and impact of such programmes. Although the training provided by the Women's Empowerment unit is a step in the right direction, a much more concerted effort needs to be made by government to reflect the honoring of its CEDAW commitments. The terrain of leadership as we know is predominantly male and if no special intervention is made to accelerate access for women, the situation will remain unchanged or reflect little improvement.

The Office on the Status of Women (OSW) has been set up to translate government's commitments to gender equality into real and meaningful programmes. The OSW is the key focal point for gender in government and its key functions are to:

- Provide guidance on the National Gender Policy;
- Give direction on how the policy should be implemented and enforced.

Much more research is required about the functioning, the achievements and limitations of the OSW in order to reflect on its role in contributing to the development of specialised leadership training for women within the respective spheres of government.

### *Indicator: Leadership Training in Small Business Development*

The Department of Trade and Industry (DTI) has a specialized programme that targets women entrepreneurs or prospective women entrepreneurs. Noting that women make up the majority of business persons in the informal sector, including survivalist economic activity and informal trading, less than 200 women are reached through the programme offered by DTI. Thus, although women comprise the majority in the SMME sector, more men are accessing training. If a serious commitment is being made to provide economic redress and access to training for women, the numbers require rapid and sustained improvement.

BEST COPY AVAILABLE

38

# COUNTRY REPORT: ZAMBIA

Zambia is located in sub-Saharan Africa covering a surface of 752. 614 square kilometers. Zambia has an overall population of 8.275,000 people of which 50.39% are comprised of women. Currently Zambia has an average adult illiteracy rate of 15.1% .

Zambia won its independence in 1964 and the government then made a commitment to meet the social needs of the Zambian people. With its system of socialism the Zambian government set out to provide free social services to its people. Having recently gone through a change in the political order where multi-party democracy was promoted, Zambia can be considered a relatively new democracy. With the process of political change since 1992, came many policy reforms which were set to transform the Zambian economy. However, despite the intent to stimulate economic growth, very little growth has taken place and it is estimated that approximately 72 % of the Zambian population currently live in poverty with little or no access to basic needs such as health care, housing, safe water and sanitation and education.

## Education in Zambia

There is a general sense that education in Zambia is in a crisis with teaching staff projecting low levels of morale due to lack of resources, bad working conditions and overcrowding in classes. To improve education the government is engaged in an Education Sector Integrated Programme which has as its prime focus, the decentralisation of the educational delivery system. The high level of poverty has a negative impact on the enrollment of children at school. Parents often enroll children very late or withdraw them from school at a young age. Needless to say, this has a negative effect on the already high illiteracy rate.

## The position of Women in Zambia : A Gendered Analysis

Zambia being a signatory of several global conferences and declarations has made a commitment, together with the rest of the world, to advocate to the development of women. This coupled with the commitments made localy to the people of Zambia through its internal policies, reiterates the Zambian governments vision of development of all its people, and women in particular.

In analysing the situation in Zambia it is obvious that the position of women has in fact become worse. Thus, despite the good and noble intentions of the Zambian government, it is clear that there is a lack of political will to improve the position of women in particular. The data that was available from the study reflect that the position of women at various educational levels is significantly worse than that of men. Given the increase of female-headed households in Africa, the lack of access for women to development opportunities will not only

impact directly on the family but also on the economic under-development of their communities and the country as a whole.

If the Zambian government intends to address the social problems facing women, it will have to take a serious look at its current approach to engendering development and take critical steps to ensure that both women and men have access to learning opportunities, where learning forms part of the broader development discourse.

## Outcomes of the Study : The facts and the figures

INDICATOR OF SITUATION - YEAR:

ZAMBIA TOTAL POPULATION : 8 275 000

WOMEN 15 years and older 2 579 520 (51.06%)

MEN 15 years and older 2 471 670 (48.04%)

TOTAL 15 YEARS AND OLDER 5 051 170 (61% of population)

YEAR:1995

| TOTAL FIGURE/PERCENTAGE | WOMEN | MEN |
|---|---|---|
| NO SCHOOLING<br>No data | No data | No data |
| INCOMPLETE PRIMARY EDUCATION<br>1 341 656 (16.2% of overall population) | 48% | 52% |
| COMPLETE PRIMARY<br>174 623 (2.1% of overall population) | 42% | 58% |
| INCOMPLETE SECONDARY<br>79 081 (0.9% of overall population) | 58% | 42% |
| COMPLETE SECONDARY<br>18 113 (0.2%) | 60% | 40% |
| TECHNICAL<br>No data | No data | No data |

INDICATORS OF SITUATION

| NO OF FUNCTIONALLY ILLITERATE<br>1 252 713 (15.1% of overall population) | | NO OF PERSONS ENROLLED<br>10330<br>(0.82 requiring literacy training) | |
|---|---|---|---|
| WOMEN<br>67.1% | MEN<br>32.9% | WOMEN<br>36% | MEN<br>64% |



BEST COPY AVAILABLE

| NO. ADULTS INCOMPLETE PRIMARY EDUCATION 1 341 756 (16.2% of overall population) | | NO OF PERSONS ENROLLED | |
|---|---|---|---|
| WOMEN | MEN | WOMEN | MEN |
| NO. ADULTS WITH INCOMPLETE SECONDARY EDUCATION | | NO OF PERSONS ENROLLED | |
| WOMEN | MEN | WOMEN | MEN |

## Making sense of the figures

*Indicator: Attained level of schooling of women and men 14 years and older*

In measuring the above indicator, it is clear that women have far less access to education and learning opportunities. An in-depth analysis of enrolment figures indicate that for every 100 girls who begin primary school, only 70 complete the primary grades, 23 proceed to Junior Secondary and a mere 9 to Senior Secondary level. However, for every 100 boys who begin primary grades 87 complete primary grades, 37 enter Junior Secondary and 16 Senior Secondary and 15 sit for final Secondary School examination. Thus one can see that there is a clear gender gap which confirms the fact that women have less access and opportunity to learning. This is also a contributory factor to the high rate of functional illiteracy of women in Zambia.

*Indicator: Access to Literacy and Basic Education*

In 1977, it was estimated that approximately 1 252 713 adults, totalling 15.6% of the population of Zambia were illiterate. However, in some rural areas, the illiteracy rate amongst women is said to be as high as 70%. The National Literacy Campaign has reached approximately 10330 adults, which comprises 0.82% requiring literacy training. The decline in the delivery of education is the result of an increase in already high illiteracy rate.

*Indicator: Reducing female illiteracy*

The Ministry of Community Development and Social Services set various targets for the reduction of adult illiteracy. The target for the reduction of female illiteracy, in particular, was set at 12% by the year 2000. However, the statistics for 1997, reflect that although there are 67.1% of women illiterate, only 36% attend literacy classes. On the other hand whilst there are only 32.9% of men illiterate, men make up 64% of adults enrolled in literacy programmes. Progress is thus slow and the advancement regarding the reduction of female illiteracy is not significant or substantial at this point in time.

*Indicator: Content on equity, in gender, race, age and ethnic relations introduced in the curriculum of formal and non-formal education at all levels.*

## *Formal Education*

a) Within the past couple of years the Curriculum Development Centre of the Ministry of Education has introduced a section on Gender in the Social Studies curriculum for Upper Primary School (Grades 5-8). In addition, some effort has been made (through donor funded workshop training) to educate curriculum developers and examination question writers in the attitudes and skills necessary to avoid gender role stereotyping in educational materials.

*[However, underlying the minimum question of avoiding offensive materials, there is the more positive question of whether the curriculum - and the whole school culture - contribute to gender equality and women's empowerment. For the purpose of this study, there is the question of whether adult education programmes merely utilise and replicate curricula intended for young school pupils, or whether they are directed at the process of adult self-reliance and empowerment. Clearly the monitoring of the quality of curriculum materials would be a fairly complex task, and would need to be firmly based on clear criteria of what constitutes education for women's empowerment.]*

b) In 1996 the Ministry of Education included a Chapter on Gender in its new (1997) National Education Policy. This Chapter made explicit and extended the policy, which had been developed over the past years. The objectives of the policy were to ensure equality of opportunity in admission as well as equality of opportunity in progression within the school system. It also introduced the Programme for Advancement of the Girl Child Education (PAGE).

The Ministry of Education soon after Independence in 1964, had introduced an affirmative action policy to encourage and ensure the progression of girls through the school systems. More precisely, there is a lower passmark for girls at Grades 7-8 and 9-10. Education drop-out rates for girls is higher than that of boys and this is almost entirely at the non-examination progression stages.

### *Indicator: Sex Education in the Curriculum*

Sex education does not exist at the level of primary education. However, it does exist at the level of secondary and adult education. These programmes only exist in the formal education category.

### *Indicator: Specialised access for pregnant women to education*

In 1996 a statement was made by the Ministry of Education that schoolgirls who become pregnant should be re-admitted after maternity leave. However, provision was not made in the Education Policy. The implementation of the actual process appears to be limited to the discretion of Headteachers. No actual data was available from the Ministry of Education about the number of girls/young women who have been re-admitted to school after maternity leave.



BEST COPY AVAILABLE

In relation to adult education there is no policy that prevents pregnant women from attending programmes. Pregnant women are free to request maternity leave between and with adult education classes after giving birth. However, no special provision is made for child care in the Education Policy. In some cases women are allowed to bring a childminder, but the costs incurred by this rests squarely with women attending the programmes. Subsequently, women's participation in adult education programmes becomes limited if they require child care after maternity leave.

### *Indicator: Access to Health Education*

Awareness programmes are offered, specifically in the area of HIV/AIDS. However, no data is available, thus it is not possible to monitor the impact of these programmes.

### *Indicator: Access to Consumer Education*

The Village Industry Service offers consumer rights courses. Despite this being the case, no clear data is available, thus it is difficult to measure the success and impact of the programmes.

### *Indicator: Access to Civic Education*

The government does not specifically provide civic rights education. However, there are several NGOs that do civic rights education. No data was available about the actual numbers attending programmes

### *Indicator: Specialised leadership training for women*

Programmes exist at a national level targeting public officials and community leaders. These programmes are arranged by the Gender in Development Division at the Cabinet Office. Additional programmes are also run by NGOs targeting retired persons, entrepreneurs and women and men in business.

### *Indicator: Existence of Adult Learning Centres near potential populations with adequate and flexible timetables*

Programmes exist in city centres and are organised under the auspices of the Department of technical and Vocational Education. These include Skills Training Programmes, such as dressmaking, leadership training and small business development.

### *Indicator: Existence of educational programmes especially designed for unwaged women or for re-skilling new employment processes.*

Programmes do exist, although many centres are currently under-resourced and require maintenance whilst others have closed down completely. The Village Industry Service still exists and offers training in small business management with the objective of preparing adults to operate in the informal economic sector.

# COUNTRY REPORT : ZIMBABWE

Located in Sub-Saharan Africa, Zimbabwe covers a surface of 390759 square kilometres. In 1998, it was estimated that the overall population of Zimbabwe was 11,439,000, with women comprising 50.43% of the overall population.

## Education in Zimbabwe

Zimbabwe gained its independence from Britain in 1980. The influence of British colonisation resulted in the Zimbabwean education system still currently being modeled on the British system. Secondary school exams are still externally examined by the School Examination's Board of the University of Cambridge. Thus, school qualifications are internationally recognised.

The overall adult illiterate population is estimated at 19,6% with women making up, 72,9% of the overall adult illiteracy population. In 1992, it was estimated that 66.8% of women 14 years and older did not have access to schooling. As in the case of other African countries, there is a decline in women's access to education as the levels of education increase.

## The position of Women in Zimbabwe: A gendered analysis

Of all the countries that took part in the study, the information from Zimbabwe was very limited. This is a related to the lack of information and the monopoly that the government hold over this information. From the limited statistics that were available, there is a general sense that the position of women is significantly worse than that of men. Women comprise 72.9% of the illiterate population of Zimbabwe. This figure is the highest of all the countries studied. The recent spate of repression in Zimbabwe has had a negative effect of the economy resulting in an increase in unemployment and other social problems.

Given this scenario, the position of women has become worse and is continuing to do so. The escalation in school fees is a major factor contributing to the low enrolments and the high drop-out rate of both girls and boys from school. However, the social position of the girl child is an additional factor that contribute to parents making decisions to educate boys and to focus on preparing the girl child for marriage. Thus, the position of the girl child is further compromised and the continuing spiral of under-development prevails.

## Outcomes of the Study : The facts and the figures

**INDICATOR OF SITUATION - YEAR: 1992**
**ZIMBABWE: TOTAL POPULATION : 11 439 000**

| | |
|---|---|
| WOMEN 15 years and older | 3 352 110 (51.32%) |
| MEN 15 years and older | 3 180 290 (48.68%) |
| TOTAL 15 YEARS AND OLDER | 6 532 400 (57% of population) |

YEAR:1992

| TOTAL FIGURE/PERCENTAGE | WOMEN | MEN |
|---|---|---|
| NO SCHOOLING<br>596 937 (5.2% of overall population) | 415 661<br>72.9% | 181 276<br>45.8% |
| INCOMPLETE PRIMARY EDUCATION<br>No data | No data | No data |
| COMPLETE PRIMARY<br>No actual figures available | 50.4% | 49.6% |
| INCOMPLETE SECONDARY<br>No data | 47.9% | 52.1% |
| COMPLETE SECONDARY<br>513 966 (4.5 of overall population) | 245 969<br>47.9% | 267 997<br>52.1% |
| TECHNICAL<br>No clear figures available | 40% | 60% |

## INDICATORS OF SITUATION

| **NO. OF FUNCTIONALLY ILLITERATE**<br>**2 244 332 (19.6% of population)** | | **NO. OF PERSONS ENROLLED**<br>**1 114 997** (49.68% of adults requiring literacy training) | |
|---|---|---|---|
| WOMEN<br>72.9% | MEN<br>27.1% | WOMEN<br>65.9% | MEN<br>34.1% |
| **NO. OF ADULTS WITH INCOMPLETE PRIMARY EDUCATION**<br>No data | | **NO. OF PERSONS ENROLLED**<br>**No data** | |
| WOMEN | MEN | WOMEN | MEN |
| **NO. OF ADULTS WITH INCOMPLETE SECONDARY EDUCATION**<br>No data | | **NO. OF PERSONS ENROLLED**<br>No data | |
| WOMEN<br>No data | MEN<br>No data | WOMEN<br>No data | MEN<br>No data |



BEST COPY AVAILABLE

## Making sense of the figures

*Indicator: Attained level of schooling of women and men 14 years and older*

The data reflect that the difference between the illiteracy rate of men and women is as high as 45.8%. However, at higher levels the gender gap increases significantly with the difference of 31% more men complete secondary schooling and 43.6% more men at a University level. This clearly reflects that although women make up more of the overall population, they have less access to education and learning opportunities.

*Indicator: Access to Literacy and Basic Education*

The data provided suggests that approximately 49.6% of adults requiring literacy training is enrolled in programmes. A major problem with monitoring is the lack of clarity by the researchers about whether the persons enrolled were enrolled in state programmes or in literacy classes offered by NGOs. An additional problem is that the data for 1992 is rather outdated and there have been several changes in Zimbabwe which have impacted on the illiteracy rate.

*Indicator: Reducing female illiteracy*

The data reflect that far more women are illiterate than men. Since 1992, Zimbabwe is said to have a policy in place to reduce the illiteracy rate from 19.6% to 1.28%. It was difficult to measure the progress in relation to the reduction of female illiteracy, although recent statistics of the World Bank reflect that there are still 18.07% of the overall population illiterate. This information was not disaggregated by gender.

*Indicator: Content on equity, in gender, race, age and ethnic relations introduced in the curriculum of formal and non-formal education at all levels.*

No data supplied

*Indicator: Sex Education in the Curriculum*

No data supplied

*Indicator: Specialised access for pregnant women to education*

No data supplied

*Indicator: Access to Health Education*

No data supplied

*Indicator: Access to Consumer Education*

No data supplied

*Indicator: Access to Civic Education*
No data supplied

*Indicator: Specialised leadership training for women*
No data supplied

*Indicator: Existence of Adult Learning Centres near potential populations with adequate and flexible timetables*
No data supplied

*Indicator: Existence of educational programmes especially designed for unwaged women or for re-skilling new employment processes.*
No data supplied

BEST COPY AVAILABLE

47

# 10. Challenges facing women in Africa

The outcomes of the research conducted in the four countries reflect that the position of women has remained marginal despite the global agreements made by the governments of these countries to change this. Within this scenario, the critical importance of adult learning cannot be underestimated. The challenge facing women activists, adult educationalists, development workers and feminists, is to recognize the role that adult learning has to play in contributing to the development of women.

There are many problems experienced by women in Africa, which are common, despite their varying contexts. These problems include:

- the continuing under-development of women;
- the high rate of illiteracy amongst women;
- the high level of exclusion of women regarding access to education and training in both the formal and non-formal sectors, especially at higher levels;
- an increase of domestic violence against women and children;
- the increase inequality between women and men linked to religious traditions, cultural backgrounds, as well as the global rise in fundamentalism;
- the lack of access to learning opportunities in various categories such as health, civic rights increase the social burdens experienced by women, education, entrepreneurial training, etc;
- the lack of women in leadership to articulate the interests of women's development.

Whilst these problems appear to be broad and far-reaching, an integrated approach to adult learning provides an opportunity for dealing with these problems in an integrated way. The challenge is to work with other development activists toward developing a new understanding of adult learning



BEST COPY AVAILABLE

# 11. Strategies for Action

## Broadening the scope of Adult Education to Adult Learning

Adult education has a history of evoking an understanding of adult literacy as an educational activity in its purist sense. For women at a local level, the acquisition of literacy has not been seen as a priority, given the many other problems they have to deal with. Thus, whilst there has been a global increase in the rate of illiterate women in the world, women have not "marched the streets" to demand access to literacy training.

In trying to re-look and broaden the concept of purist education of learning, the scope of what is possible is automatically extended. Adult learning can be linked to all aspects of the lives of women requiring development. Thus, the social problems faced by women can be dealt with in an integrated way. The adult educator then becomes the social development worker dealing with awareness on citizen and women's rights as well as instilling and developing an interest amongst learners to develop business skills. Through adult education the link between awareness, skills development and learning is made explicit. On the one hand, the learning is made relevant to the needs of women and importantly on the other hand, the pool of marginalised "adult educators" has been broadened to include social development workers in several other categories with whom we as adult educators have traditionally not worked with.

The impact of this integrated approach to deal with development issues provide opportunities for development workers from various sectors to work together to advocate and lobby for effective change.

## Making the links: From the Local to Regional to Global

Whilst the focus should always be on working towards change at a local level, it is important to recognise how regional and global factors impact on women's access to learning. Governments from various countries in Africa have also made commitments locally through its internal policies as well as regional and global commitments made at Conferences. An example would be the Ministers of Education of African Member States (MINEDAF VII), meeting in South Africa in April 1998, where it was acknowledge that the 54% illiteracy rate for women in Africa was unacceptable. The Ministers also committed their countries to the Paulo Freire African Decade for Literacy for All.

A critical shift at this forum was the new vision presented by the Ministers of Education of learning as a, " lifelong process. a continuum that transcends the schooling systems and which focuses on building a learning society. ...."This will be a reformed vision of Education that de-colonises the mind and liberates the individual for full citizenship".

The task for feminist, educators, community workers, politicians, etc, is to explore ways in

which one can monitor the implementation by our various governments of these agreements in the form of policy and programmes at a local and regional level.

## Local strategies

- Determine what the government is constitutionally obligated to do in relation to women and adult learning;
- Find out exactly which regional and global declarations have been signed by your government;
- Do research on whether any implementation in the form of policy formulation and actual implementation has taken place.

Once you have this information, you are in a position to call together a larger group of social development workers by making the linkages to their specific areas of work. An example would be to make a call on health workers, by emphasising the commitment made by the Education Ministers at MINEDAF in relation to combating HIV/AIDS. Similarly, one can rally the participation of human rights activists in relation to the commitment made by the Ministers in the promotion of democracy and human rights. Thus, despite the concern some educationalists have about pitching learning too broadly, one is in fact able to access a larger group of people to advocate and lobby for adult learning. Through this process of advocacy and lobbying, one is able to challenge the further marginalisation of adult learning.

## Regional strategies

There are several organisations, which work regionally in Africa, some with the same development objectives and others with contradictory development objectives. It is important that a mechanism is developed to bring together the development agendas of these organisations to pool already limited resources and avoid duplication. The basis for the collaboration of organisations should be working towards the improved living conditions of women in Africa, with the focus of lobbying for access to adult learning as part of a broader development discourse.

The Organisation for African Unity should be lobbied to put the issue of women's rights and access to learning on the agenda. This will firstly demand putting pressure on individual governments to address issues related to women's learning, whilst simultaneously identifying strategic partners and individuals to advocate for this.

## Global strategies

Through linkages with existing networks feminists, social development activists, adult educators, etc should work together to lobby for improving the position of women in society. International events like Adult Learners' Week, International Women's Day, International Human Rights Day/Week, International Reproductive Rights Awareness events, etc these should be used as focal points for advocating for the importance of adult learning within the specifics of the particular event as well as part of a broader development discourse.



BEST COPY AVAILABLE

# 12. Conclusion

The study conducted should be seen as a first step toward trying to develop a set of indicators to measure women's and men's access to adult learning. As noted by most of the country researchers, further study is required since much of the information was not readily available. The lack of gender disaggregated data is evident of the lack of gender consciousness of the various governments. There seems to be a contradiction between the "said intention" and the actual commitment of governments to improve the educational opportunities of the girl child and women. This contradiction is further enhanced by the lack of effective policies and programmes which could be viewed as a reflection of the lack of political will to significantly improve the lives of women.

As women and activists we need to recognise that change will not be automatically initiated by those in power responsible for conceptualising and formulating policies and/or by those who own and control power. It is only through coordinated activism and hard work that we will begin to turn the wheels of change. Women need to take their rightful place as leaders in society advocating for this change, specifically in decision-making processes and on structures where decisions are made.

**FATIMA PANDY**
**June 1999**

# 13. Contact details of GEO

The Gender Education Office
C/O REPEM - Colonia 2069, 11200 Montevideo - Uruguay
Telephone 598 2 4030599 or 4089158 or 4006894
Fax: 5982 4092343
E-mail: repem@chasque.apc.org



BEST COPY AVAILABLE

Design, Layout & Production:
Anwar Rasool for Amazon Media Tel:(021) 696-3039